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THE EFFECTIVENESS OF INSIDE-OUTSIDE CIRCLE METHOD BY USING CUE CARD FOR STUDENTS' SPEAKING ABILITY AT SEVENTH GRADERS.

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Abstract: As far as the researcher's knowledge, the analysis of "The Effectiveness of Inside-Outside Circle Method by Using Cue Card for Students' Speaking Ability" is still difficult to find, the researcher formulates the statement of the research, Inside-Outside Circle method is effective for student's speaking ability. The objective of research is to find out whether Inside-Outside Circle method can be effectively for students' speaking ability.

This research uses experimental design. The subject are 7B grade as experimental group and 7C as controlled group at SMP Muhammadiyah 11 Surabaya, this sample is taken by snowball sampling. The data collection uses test (pre-test and post-test) as intrument to measure the result of students. The results of the research will be counted using T-test statistic with $\alpha = 0.05$. The result of the the study is gotten that $T_{count} = 6.059$ and T_{table} is 2.007. It means that H_0 push away and H_1 is accepted.

From the results, it can be summarized that the use of Inside-Outsdie Circle by using cue card is effective for students' speaking ability at seventh graders.

Keyword: Inside-Outside Circle, Students' Speaking Ability, Cue Card, Experimental

1   INTRODUCTION

In learning English, there are four skills that must be achieved by the students. They are listening, speaking, reading and writing. From those skills above, speaking is categorized as productive skill which then become the most important skill to learned (Nunan,1991). It's caused by the fact that the students who want to master English will be able to speak fluently as well as grammatically acceptable (Nunan,1999).

Based on 2006 curriculum, KTSP (Kurikulum Tingkat Satuan Pendidikan), one of the goals of speaking skill for seventh graders is to enable students to express meaning within spoken functional text and simple short essay in the form of *descriptive* and *procedure* texts to interact with others people in learning English. Thus this study will be focused on speaking descriptive text. Descriptive text is a type of the text that describes a particular person, place, or things by describing its features. By learning this text, students are hoped to be able describe it well.

When teaching young learner teacher has to keep in mind that they have different ability, knowledge, level of motivation and the most important is learning style. Teacher needs vary the approaches and teaching techniques to keep all students get involved and be interested in speaking activity (Klancar, 2006:26). Teacher needs to create a good learning atmosphere to get students to participate more in using the target language. Teacher also has to make students enjoy the learning atmosphere in order to reduce anxiety.

From the reasons above mentioned, the researcher proposes inside-outside circle using cue card as technique in teaching speaking of descriptive text. Inside-Outside Circle is included in cooperative learning that allows the students to share information and help each other in finding a solution for a certain problem (Brown, 2007:14). The primary reason to recommend this technique is to enable students to interact with others by using two concentric circles with which they are facing each other at the same time. By doing that, students can practice conducting with different partners as many as possible. The cue card can be used as guidance for the students to use as many expressions as the can in describing someone or something. By implementing inside – outside circle using cue card, it is expected the students can be encourage to express their thought, feeling as well as their unique expressions when they are communicating with their partners.

Research Question

Is IOC method by using cue card effective for students' speaking ability at seventh graders ?

Hypothesis

The Null Hypothesis (H_0)

IOC method by using cue card is effective for students' speaking ability at seventh graders

The Alternative Hypothesis (H$_1$)

IOC method by using cue card is not effective for students' speaking ability at seventh graders

2   SPEAKING

Speaking is a part of English skills that is very important to be learned besides listening, reading, and writing. Speaking is a one of speech activity by using oral speech. According to Tarigan (1987:3) "Speaking is the ability to utter articulate sounds or words to express and convey thoughts, ideas and feelings". He also gives the other argument that speaking is a means to communicate ideas organized and developed according to the needs of the listener. the main purpose of the speak is to communicate in order to convey your thoughts effectively. From definition above we can say that speaking is a sign of system that can be heard and looked that utilizes a number of muscles and tissues of the human body for the purposes and objective ideas are combined.

According to Brown (2001:142), there are 5 basic types of speaking:

1. Imitative. This activity focus on the pronunciation practice. In this types the learners just simply parrot back (imitate) a word or phrase or a sentence if it is possible.
2. Intensive. Intensive speaking is one step beyond imitative. In this type learners practice some phonological and als o grammatical aspects of language.
3. Responsive. In this type the learners do the interaction with the other. At least they have very short conversation, standard greetings and little talk, simple comments and request.
4. Interactive. This type is more than responsive. The difference is just in the length and complexity of the interaction.
5. Extensive. It is the highest types of speaking. In this part learners are in the top of stage in learning speaking ability, learners can speech, oral presentations, and also story telling.

The types of speaking above have the correlation each other. It can be seen that there is a continuity between one type with another type, how the learners start from they can imitate until they can develop their speaking skill. Seventh grade of junior high school students can be categorized in the second type "Intensive" because restrictiveness of knowledge.

3   TEACHING SPEAKING

3.1 The Characteristic of Successful Speaking Activity

Every teacher in all schools expects that their students can study English successfully in learning process, especially in speaking. Based on Ur (1996:120) there are four characteristics of successful speaking activities as follow:

1. Learning Talk a lots
   As much as possible of the period of time alloted to the activity is in fact occupied by learner talk. This may seem obviuos, but often most of times are taken up by teacher's talking or pauses
2. Participation is even
   All of learners get the chance to speak, and contribution are fairly evently distributed
3. Motivation is High
   Giving motivation to them can make the students are interested the topic and have something new to say about it.
4. Language is of an acceptable level
   Don't force them to use their own utturances, most of therm are enjoy when they spoke using their utterances.

From the categories above, the researcher uses Inside-Outside Circle method by using cue card because it fulfill all of categories succesful of speaking which it can can be expected that students get the goal of speaking by using this method.

3.2 The Technique of Teaching Speaking

In this case there are some techniques to help learners speaking English so well. According to Harmer (2007: 348) there are some techniques of teaching speaking:

1. Communication of Games

This is the good technique for learners to learn speaking. Because in this technique the learners are carried to be enjoy their learning speaking. In this case learners learn speaking while playing in the class such as solve the puzzle or describing pictue.

2. Discussion

Teacher can use the topics that will generate varying opinions rather than having everybody does agree such as discussing about advantages living in the city and living in the villages. In this technique is suitable to work in group.

3. Quotionnaires

It is not about quostionnaire about students' respond but this involves choosing a controversial topic; one speaker presents one point of view on the

top ic and a second speaker presents a difference opinion. It is good for the advances levels.

4. Prepared talk

The real uncontrolled conversation sometimes breaks out in class. This can be where students communicate something about themselves and the others are interested in. If the time is allowed it will be better if continuing this type of conversation because it has a real communication purpose.

5. Simulation and Role play

This involves students taking on a role and have a discussion with each person who is playing in their role.

6. Acting from a script.

The teacher can ask their students to act some action which the script is made by themselves.

Those are some techniques that can be used by teacher to teach speaking in class. Teacher is able to choose one of them to teach her material in the class. In this research, the researcher uses communication games because the researcher trusts that it is very interested to be taught in junior high scholl students.

3.4 Principles for Teaching Speaking Skill

In teaching speaking, there are some principles which should be followed by the teacher in order to make an effective teaching and learning process. This part will review eight principles of teaching speaking proposed by Brown (2007:275-276).

1. Focus on both fluency and accuracy, depending on your objective. Teacher needs to keep in mind the learners need from language – based on accuracy the messages – based focus on interaction, meaning, and fluency.
2. Provide intrinsically motivating techniques. Try to get the students know how the learning activities will benefit for them.
3. Encourage the use of authentic language in meaningful contexts. Teacher should provide students with a good learning atmosphere in order to get all of students involved in teaching and learning process. Even it is not easy to do but teacher has to give every student to keep coming up with meaningful interaction as much as possible.
4. Provide appropriate feedback and correction.

5. Capitalize on the natural link between speaking and listening.
6. Listening and speaking are the two skills that are most widely used in classroom interaction. So teacher should integrate these two skills.
7. Give students opportunities to initiate oral communication.
8. Encourage the development of speaking strategies.

From the principles above the researcher summarizes that the teachers must pay attention and do the principles above if they want to make an effective teaching and learning process besides for teaching speaking, the principles above needs badly in order to make the succesful of goal speaking..

4 NATURE OF COOPERATIVE LEARNING

Brown (2007:47) stated that cooperative learning give the students to work together in pairs and group. They need to share information and help each other in finding a solution for a certain problem successfully. According to Suprijono (2011:89) the technique of cooperative learning are:

1. Jigsaw
2. Think-Pair-Share
3. Numbered heads together
4. Group investigation
5. Two stay two stray
6. Make a match
7. Listening team
8. Inside-Outside circle
9. Bamboo dancing
10. Point-counter-point
11. The power of two

In this research, the researcher uses of one of kind cooperative learning. It is Inside-Outside Circle because it has more advantages if used as method at seventh graders. For more explanation, it will be discussion below this case.

5 NATURE OF INSIDE-OUTSIDE CIRCLE

Inside – Outside Circle is one of cooperative learning techniques that can be applied in the speaking class. Inside-Outside Circle allows the students to interact through the use of two concentric circles with students facing each other at the same time. The first circle forms the inside circle facing outward and the second circle forms the outside circle facing toward students in the inside circle. Students in the inside and outside circle have to ask as many as questions to find the correct partner. (Kagan, 1997:20-21).

5.1 The Implementation of Inside-Outside Circle in Teaching Speaking

The implementation of inside-outside circle in teaching speaking begins with the formatting of group. The group is made by dividing the class into three groups with the same number of member. Teacher will divide them into group one is the inside circle and another group is the outside circle. The inside circle group is facing outward and the outside circle is facing toward, so they will face each other. And the next, teacher will give each student in outside circle group a cue card that contain the different pictures and for the inside circle group will be given the keyword about the person or something which they have to find the correct partners or match the pictures and the keyword. However, they don't allow mentioning the name or person or something in the beginning of the process. So they have to ask as much as possible to the partner until they find the correct partner. In the end of this activity, the teacher asks to the students to grip her/his partner fast. This activity is limited for only one minutes. The activities can be illustrated as:

Inside group : *is he/she dancer, singer, or artist?*
Outer group : *he is a singer*
Inside group : *does he has straight hair?*
Outer group : *he has curly hair*
Inside group : *how is his skin?*
Outer group : *he has white skin*
Inside group : *is he soloist or group singer?*
Outer group : *he is the one of member of "Coboy Junior"*
Inside group : *is he Bastian?*
Outer group : *yes, you're right*

In each one minutes, teacher gives the instruction that means they have to rotate once. The outer group will rotate one position to the left and the inside group will one to the right. Indirectly, they will face with a new partner. It will be stop if they have found the right partner. By doing so, it is hoped that the students can have conversation as much as possible. It is also hoped that they can reduce their anxiety to speak since they do it in group.

6 MEDIA IN TEACHING

Using media in teaching and learning process is a big role. In short, media is used to deliver teaching materials in order to stimulate students' attention, interest, mind, and feeling in teaching and learning process. The main purpose of using media is to facilitate communication and learning.

According to Arsyad (2009:3) there are five advantages of using media in learning process. First, by using media teacher can standardize the interpretation of teaching material. Second, by using media the teaching would be more attractive, interactive, active and affective. Third, by using media the quality of learning process will increase by it self. Fourth, by using media the learning process can happen every time and every where especially if media is arranged fpr individual use and the last, by using media the teacher can shift his role frome the source of knowledge to advisor.

There are four types of media. They are audio aid, visual aid, audio-visual aid, and multimedia aid. The audio aid includes songs, radio, or recording. The visual aid includes a card, drawing, map, picture, photo etc. And the audio-visual aid includes animation movie or songs and lyric slides. The last, multimedia includes tutorial learning or any kind of video. In this research, media that will be used is Cue card. It belongs to the visual aid because cue card contains the picture of idol.

6.1 Nature of Cue Card

According to Bazo (2007:11) cue card is flash card with image. it is made by stuck the small photos on to card. It may only contain brief notes and key terms (Morgan, 2007). It usually is used to organize idea in presentation, you don't need to write a text but you just need to make some notes on cue card (Nunan, 2003). By using cue card students will be more interested in learning since they are able to link between the materials with the image. It is in line with Harmer (2011) who stated that cue card , with the picture on , can be used to encourage students to respond positively because of the attractiveness of the picture. Beside of that, cue card is simple, easy to procedure, and able to use many times.

7 DESCRIPTIVE TEXT

This study focuses on descriptive text. Anderson (1997) stated that descriptive text is a type of text that describes a particular person, place, or things by describing its features. The real example of descriptive can be description of a particular or specific building, animal, place and person. the purpose of it actually is to describe about the subject by describing its features without including person's opinions. Basically, descriptive in this research only includes the text that has function to tell something or somebody in our daily life.

7.1 Generic Structure of Descriptive

There are there generic structures of descriptive. They are identification, description and conclusion. The first tells about the subject of the

description to the readers. And the second is description which gives brief details about when, where, who or what of the subject. Sometimes it describes the characteristic of the subject, the hobbies, etc that is being told and usually description part consists of several paragraphs. In all in this part build a detail description of the subject. The last part is concluding that signals the end of the paragraph.

### 7.2 Grammatical Features of Descriptive Text
It contains as mentioned below:
1. Contains nouns
2. Using simple present tense
3. Using detail noun phrase for adding information such as *she is a sweet young lady.*
4. Descriptive adjective , e.g. *Pointed nose, smart boy*
5. Relating verbs for giving information about the subject, e.g. *I have a best friend. His name is Jeje*

8 RESEARCH METHOD
This study used quantitative method. A quantitative research method has the purpose to describe a social phenomenon which focused on the relationship between the variables studied. Quantitative research method is often well known as positivistic method because it based on the philosophy of positivism. Sugiyono (2012:14) said that "quantitative method can be interpreted as research method that based on the philosophy of positivisms, it is used to examine population or sample.

8.1 Research Design
Reseach design used of this study is *Experimental Design* with type of *True Experimental.* Sugiyono (2012:109) says that "there are so many kinds of research design that are able to used in a research. They are *Pre-experimental design, True experimental design, Factorial experfimental design and Quasi experimental design.* The following schematic depiction of the experiment is the form below:
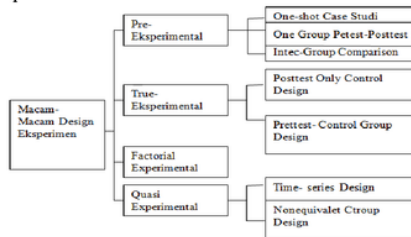
(Source: Sugoiyono, 2012:109)

Based on the diagram above, the researcher uses True Experimental with Pretesst-Posttest Group Design as the form of research design of this study. Sugiyono (2012:113) said that "In this research, there are 2 groups chosen randomly. They are Control Group (A) and Experiment Group (B). Than they are given Pretest to know there is difference or not between both of them". Group A control is the group that is not given Treatment (X) by the researcher while group B experiment is the group given Treatment (X) by the researcher to know is there any influence or not for giving that treatment. The treatment above is the use of Inside-Outside Circle method by using Cue Card in teaching speaking. As for the research design for this model based on Sugiyono (2012:113)

Table 1 Pretest-Posttest Group Design

Group	Pre test	Treat Ment	Post test
Control	Y1	-	Y2
Experiment al	Y1	X	Y2

Note:
Y1: Pretest before treatment (Both of Groups)
Y2: Posttest after treatment (Both of Groups)
X: The Treatment given to Experimental Group

8.2 Population and Sample
8.2.1 Population
The population of this study was the seventh grade students of SMP Muhammadiyah 11 Surabaya in the years of 2014/2015. It should be clear from the above data that the population of the study consists of four classes of students from 7A-7D.

Table 2 The Number of All Population

No	Class	Number
1	7A	31
2	7B	30
3	7C	30
4	7D	30

8.2.2 Sample
Sample is a part of population that has the same characteristic with population its self. Sugiyono (2012:118) stated "Sample is a part of the number of population that has the same characteristic". In simple word, sample is part or representative from the population that will be studied.

To establish the number of sample of this study, the researcher uses *Snowball Sampling Technique*. Cresswell (2002:161) stated that "Snowball sampling is a technique taken by interviewed a superior person. Cresswell told again deply that superior person can be a teacher, headmaster etc that knows all of condition about the sample". By the statement above, The researcher uses it to establish the number of sample. But before establishing it, the researcher interviews English teacher at SMP Muhammadiyah 11 Surabaya, who said that 7B and 7C class is more effective to be used as sample of this study. Mrs. Ro'ifah also added that academically, the students of 7C class are high achievers than 7B. So she guessed the researcher to use 7B class as Experimental group while 7C class as Control group.

Based on interview above, the researcher establish that 7B class will get the treatment about teaching speaking uses IOC technique with Cue Card as media, while 7C class will not get treatment, and just taught speaking with "lecturing" method.

8.3 Research Variables
Independent Variable (X)
(X1) : The use of IOC method by using cue card in teaching speaking.

(X2) : The use of "lecturing" method (conventional) in teaching speaking.

Dependent Variable (Y) : The Students' Speaking Ability
8.4 Pre-test
Pretest is a test that given to students before they get a treatment. The function of pretest is to measure how far the students understand the teacher's explanation before. Beside that, pretest is also used to choose which one is the control group and experimental group based on the result. Creswell (2002:297) stated that a pretest uses to

Calculation	Posttest	Pretest
N	30	30
Score	90	74
Means	3	2.4
Standard Deviation	0	0.8
Standard Error of Difference	0.14	
T-value (t .05 = .245)	4.28	
Explanation	Significant	

measure the participants' ability in experiment before they receive a treatment.

In this research the researcher give a pretest about describing people that they like, it can be idol etc. The pretest will be given to the 7B and 7C class with the same materials.

8.5 Post-test
As like the pretest, in posttest the researcher also give the question about describing people/idol. But there is difference that idol is choosen by the researcher to make them so easily.

Control	Experimental
1. The researcher enters the classroom and describes about the material	1. The researcher enters the classroom and describes about the material
2. The researcher asks to the students to describe their idol by their own word, and make it in some notes	2. The researcher divides the class into 6 groups. each group consists of 5 students
3. The researcher gives 40 minutes to the students to finishing it	3.The researcher describes about the material and implementation from IOC method
4. The researcher asks the students to go ahead in front of the class one by one.	4.The researcher asks the students to make circle and make them to face each other where inside circle bring the cue card and outside circle bring the some notes.
5. The researcher closes the class.	5.The researcher asks the students to move ach 1 minutes in another position in order to find their partners
	6. The researcher asks to the students to describe their idol by their own word with their partners.
	The researcher closes the class

9 RESULTS
9.1 The Results of Experimental in Each Element of Speaking
In this following table the result of the pretest and posttest experimental group is presented in term of pronunciation.

Based on the mean score of experimental posttest in term of pronunciation is higher than the mean score of experimental pretest. While the t-value of the experimental in pretest and posttest which is 4.28 is higher than t-table which is .245 with the level of significance .05 and the degree of

freedom (df) 58. It shows that the achievement of the experimental in posttest is higher than pretest. So that it can be concluded that there is a significance difference between before giving treatment (pretest) and after giving treatment (posttest) in term of pronunciation. It means that the use of IOC method by using cue card is effective for students' speaking ability at seventh graders because it can increase students' speaking ability in term of pronunciation.

The second element is grammar. The mean score of experimental posttest is higher than the mean score of pretest. Whereas the t-value of both data which are 3.5 are higher than the t-table which is .245 with level of significance .05 and degree of freedom (df) 58. It shows that the achievement of experimental group in posttest is higher than pretest. So that, it can be concluded that there is a significant difference before giving treatment and after giving treatment especially in term of grammar. It means that the use of IOC method by using cue card for students' speaking ability is effective because students can increase their speaking ability in term of grammar.

The next element is vocabulary. Based on the mean score of experimental posttest in term of vocabulary is higher than the mean score of experimental pretest. While the t-value of the experimental in pretest and posttest 2.73 is higher than t-table which is .245 with the level of significance .05 and the degree of freedom (df) 58. It shows that the achievement of the experimental in posttest is higher than pretest. So that it can be concluded that there is a significance difference before giving treatment (pretest) and after giving treatment (posttest) in term of vocabulary. It means that the use of IOC method by using cue card is effective for students' speaking ability at seventh graders because it can increase students' speaking ability in term of vocabulary.

The next term is fluency. The data tells that the mean score of experimental posttest is higher than the mean score of pretest. Whereas the t-value of both data which are 2.73 are higher than the t-table which is .245 with level of significance .05 and degree of freedom (df) 58. It shows that the achievement of experimental group in posttest is higher than pretest. So that, it can be concluded that there is a significant difference before giving treatment and after giving treatment especially in term of fluency. It means that the use of IOC method by using cue card for students' speaking ability is effective because students can increase their speaking ability in term of fluency.

And the last term is comprehension.

Based on the mean score of experimental posttest in term of comprehension is higher than the mean score of experimental pretest. While the t-value of the experimental in pretest and posttest which is 1.36 is higher than t-table which is .245 with the level of significance .05 and the degree of freedom (df) 58. It shows that the achievement of the experimental in posttest is higher than pretest. So that it can be concluded that there is a significance difference between before giving treatment (pretest) and after giving treatment (posttest) in term of comprehension. It means that the use of IOC method by using cue card is effective for students' speaking ability at seventh graders because it can increase students' speaking ability in term of comprehension.

10 CONCLUSIONS

There is significance on the students' speaking ability in pretest and posttest. Besides, the use of Inside-Outside Circle by using cue card is effective for students' speaking ability at seventh graders. That is proved by the significance in the students' speaking scores in experimental after calculating the post-test scores by using t-test. The scores of the students in the experimental group of posttest are higher than those in the pretest. It can be concluded briefly as follows:

1. The use of Inside-Outside Circle method by using cue card is effective for students' speaking ability at seventh graders..
2. There is significance in the students' speaking ability in all of term speaking ability such as pronunciation, grammar, vocabulary, fluency and comprehension.
3. The Inside-Outside circle method by using cue card is good method for the teacher because it gives many advantages for students' speaking ability.

From those findings, it is assumed that the null hypothesis which is said that there is no effective on the students' speaking ability is rejected, while the alternative hypothesis which said that there is an effective on the students' speaking ability is accepted. Therefore, it can be concluded that the use of IOC method by using cue card is effective for students' speaking ability at seventh graders

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